



Regional Advisory Committee Agenda

Date	Tuesday, December 6, 2016
Time	10:00 a.m.-10:50 a.m. Presentation on CalABLE Act 11:00 a.m.-12:00 p.m. RAC meeting 12:10 p.m. - 1:00 p.m. Presentation on 22q Deletion Syndrome
Location	SCDD Sacramento Office 2033 Howe Avenue, Ste. 160, Sacramento, CA 95825 (916) 263-3085
Call In Number	Listen only, call 1-303-785-9861, Participant pin 1580307 Please call the office 24 hours in advance to let us know if you plan to call in.

Pursuant to Government code Sections 11123.1 and 11125(f), individuals with disabilities who require accessible alternative formats of the agenda and related meeting materials and/or auxiliary aids/services to participate in this meeting should contact Sonya Bingaman at (916) 263-3085 or by email to: sonya.bingaman@scdd.ca.gov. Requests must be received by 5:00 pm, November 28, 2016.

- 1) Please join us for a presentation by Christina Elliott, Executive Director of the CalABLE Board on CalABLE Accounts **10:00 a.m.**
- 2) Call to Order, Vice-Chairperson (Acting), Christine Hickey (FA) 11:00 a.m.
 - a. Welcome new RAC Members & Introductions
- 3) Approval of RAC Agenda, Chris Hickey (FA) (action)
- 4) Approval of RAC Minutes from September 27, 2016, Chris Hickey (FA) (action)
- 5) Brief reports from RAC members on issues in their counties
- 6) Public Comment Period

This item is for members of the public only to provide comments and/or present information to the RAC on matters not on the agenda. Each person will be afforded up to three minutes to speak. Written requests, if any, will be considered first. The RAC will provide a public comment period, not to exceed a total of seven minutes, for public comment prior to action on each agenda item.
- 7) Regional Center Report, Peter Tiedemann/ACRC Staff
- 8) Statewide Self-Advocacy Network (SSAN) Report, Lisa Cooley (SA)
- 9) Regional Office Manager's Report, Sonya Bingaman
 - a. A highlight of events, outreach, and State Plan activities in our 10-county area.
- 10) Community Program Specialist Report, Kathy Brian
 - a. A highlight of events, outreach, and State Plan activities in our 10-county area.

- 11) Proposed Agenda items for next meeting, Chris Hickey (FA) (action)
- 12) Proposed Schedule for 2017 RAC meetings, Chris Hickey (FA) (action)
- 13) Presentation on 22q Deletion Syndrome by Tony Simon, PhD, and Kathy Angkustsiri, MD, the developmental-behavioral pediatrician on the 22q research team at the UCD MIND Institute. 12:10 p.m.
- 14) Adjournment – Chris Hickey (FA) 1:00 p.m.



Happy Holidays



Regional Advisory Committee Minutes September 27, 2016

Unapproved

Members Present	Members Absent	Other Attending
Elaine Linn (FA)	Nancy Esparza (FA)	Sandra Smith (FA) Council Member
Robert Rogers (SA)	Jane Taylor (FA)	Dana Wentz (SA)
Tony Biondi (SA)	Tyler Busselen (SA)	Lori Wentz (FA)
Donnell Kenworthy (FA)		Peter Tiedeman (ACRC)
Karen Mulvany (FA)		Joseph Hernandez (Premier)
Christine Hickey (FA)		Lisa Cooley (SA)
Tyson Whitman (SA)		Kathy Brian
Colleen Moss (FA)		
Brandy Boyd (FA)		
Joyce McNair (FA)		
Kerry Youker (FA)		

- 1) Meeting was called to order, Chairperson (Acting), Elaine Linn (FA) 11:00 a.m.
a. Welcoming of new RAC Members & Introductions
- 2) Approval of RAC Agenda, Elaine Linn (FA)
Kenworthy gave motion to approve; Rogers seconded.
- 3) Approval of RAC Minutes from July 26, 2016, Elaine Linn (FA)
Kenworthy gave motion to approve; Rogers seconded.
- 4) Brief reports from RAC members:

Introduction of RAC members in attendance: Elaine Linn, Colleen Moss, Robert Rogers, Karen Mulvany, Peter Tiedemann, Toni Biondi, Tyler Busselen, Tyson Whitman, Brandy Boyd, Kerry Youker, Joyce McNair, and Christine Hickey.

Colleen Moss voiced concerns and stated the need for comprehensive information on medical needs by disability. It was suggested that the health plan case manager may be a resource for this service.

Karen Mulvany met with Special Moms of Special Kids noting they feel isolated and they have difficulty finding respite services for their children.

Tony Biondi shared his involvement in the Family Support Coalition with The ARC (Tony Anderson) it bridges services & disabled services, a brainstorming group.

Elaine Linn reported that Governor Brown signed the CCS bill over the weekend. In this bill there are protections, continuity of care and care coordination, evaluation and monitoring.

The National Down Syndrome Conference is July 2017.

5) Public Comment Period

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6) Regional Center Report, Peter Tiedemann/ACRC

Peter reported on the following:

- Provider rates for July 2016 increased. It was a tremendous amount of work but Alta was able to make the adjustments for the providers.
- Alta has purchased homes through a non-profit organization through the use of community placement plan (CPP) funds for consumers moving from Sonoma Developmental Center (SDC) into the community.
- Alta will be on the Department of Health Care Services conference call this afternoon regarding Medicaid Waiver.
- There is \$11 Million dollars that the Department of Developmental Services is offering to regional centers to put toward efforts to improve cultural diversity, Alta has applied for some of this funding.
- There is funding from the Department of Developmental Services for providers to apply to the purpose of transitioning their programs to meet the new CMS settings rules.
- Alta Regional Center will hold a 50th Anniversary Celebration in recognition of the Landmark legislation, the Lanterman Act on October 15th. Families, consumers, providers, professionals, etc. are invited to attend this fun event.

7) Statewide Self-Advocacy Network (SSAN) Report, Lisa Cooley (SA) (5 minutes)

Lisa Cooley reported the Statewide Self-Advocacy Network met at the Crown Plaza. They discussed the Legislative platform the State Council has put together. The 2017-2021 State Plan discussion took place with a large focus on employment. There was discussion of a Memorandum of Understanding between SSAN and SCDD.

8) Regional Office Manager's Report, Kathy Brian

- a. A summary of events, outreach, and State Plan activities in our 10-county area by the Regional Office.

August – September 2016 Activities for the Sacramento Office

- UC Davis MIND Institutes Summer Seminar
 - The Future of Disability Policy: A National Perspective
- Planning meeting for the Youth Leadership Forum
 - The California Committee on Employment of People with Disabilities (CCEPD)
- Attended the following Vendor Forums at Alta Regional Center
 - Early Start
 - Independent Living Services (ILS)
 - Supported Living Services (SLS)
 - Behavior Services
- Peer Advocacy Connection (PAC) Meeting
- Attending meetings with Mutual Housing California and taking tours
 - Sacramento
 - Yolo
- Planning with the Down Syndrome Information Alliance (DSIA)
 - Walk on Nov. 6, 2016 at William Land Park
- Sacramento County Developmental Disability Planning and Advisory Council (DD Council)
 - An advisory board to the Sacramento County Board of Supervisors
 - Guest speaker from DDSO, day program provider
- Attended the 6th Annual Rancho Cordova Business to Community Expo
- Following the Home and Community Based Services (HCBS) updates
- Attending the Special Education Local Plan Area (SELPA) Community Advisory Committee (CAC) meetings
 - Yuba County
 - Sutter County
 - San Juan
 - Nevada County
 - Yolo County
 - Elk Grove
- On the Business Advisory Council (BAC)
 - Planning for a Career and Hiring Event – October 26, 2016
 - “Inclusion Works – Career and Hiring Event”

- 40+ Employers who are interested in hiring people with disabilities
- Reaching out to Independent Living Centers (ILC's)
 - A consumer controlled, community based, cross disability, nonresidential private nonprofit agency that is designed and operated within a local community by individuals with disabilities.
 - 5 core services mandated by the Rehabilitation Act of 1973 (28 in California)
 - Advocacy
 - Independent Living Skills
 - Assistive Technology
 - Peer Counseling
 - Personal Assistance Services
 - Housing
- Attending Alta Regional Center Centers Board meetings
- Met with and toured Meristem
 - Transformative Learning helps adults ages 18-28 with developmental disabilities prepare for employment.
 - Initial class will focus on agriculture, woodwork, other hands-on skills
 - Meristem aims to gently guide young adults through the transition from secondary education to employment or college – a step that can be especially tricky for those with the social, behavioral and communicative challenges sometimes associated with autism spectrum disorder.
- Supported Life Conference Planning Team member and conference co-sponsor
 - October 6-7, 2016
- Attended the Think Transition, UC Davis MIND Institute meeting
- Presented an info table for SCDD at the Resource Fair, hosted by WarmLine Family Resource Center
- Attended the follow-up from the meeting to work on improving family supports for the Senior and Disability Communities
- Hosted an Individual Education Plan (IEP) training in collaboration with Disability Rights California
- Attended the DDS POS Disparity Stakeholder Meeting
- Provided In Home Support Services (IHSS) Workshop in collaboration with Disability Rights California

b. Input from RAC on Legislation platform.

Self-Determination

- Self-Determination Advisory Committee at the Regional Center with monitoring of S-D.
- FMS oversight for efficiency and consistency
- Propose legislation to develop an 'Amazon' of services that includes 'Yelp' reviews

Employment

- Database of employers and the needs of employers
- Communicate with transition staff at schools
- Increase the amount of internships with incentive for employers to provide transportation

Equity

- Monitoring so that services are equal
- DDS/Regional Centers move to internet based or webinar communication (Skype, etc.) so parents can easily access information and attend meetings

Transportation

- Wheelchair accessible taxi or Uber
- RT Connect Card system to use for public transportation
- Statewide transportation system that is inter-jurisdictional

Healthcare

- Database to access doctors, specialists
- Need provider pool with 'Yelp' option
- Medical records connected (EMR)

Education

- Note: Say Segregation instead of Seclusion
- Monitoring and accountability put in place
- Process in navigating the Special Education system

Housing

- SLS rates are bound by the state median rate, the higher the need of consumer the likely it is to meet the median rate – can be discriminatory
- Innovative ideas – private/public partnerships for new housing options, tax incentives
- SCDD get involved with affordable housing groups (Housing Now, Sacramento Housing Alliance)
- State request from Federal Gov't. more Section 8 Housing vouchers

Self-Advocacy

- Support related to travel locally and throughout California
- Encourage youth to self-advocate
- Increase web-based self-advocacy

Community Participation

- Increase the amount of minorities that participate
- Volunteer network to offer support for ride to get to events (non-profits, church groups)

Transition to Adult Life

- Transition Fairs
- Schools with robust transition programs
- At 18 students should be able to graduate out of the education system and receive generic services funded by the regional center.
- Implement transition plans
- College/Career readiness programs
- Scholarship funding information for students/families

Rates for Services

- No information provided

Health and Safety

- Emergency medications to be given during respite
- Medical respite providers

9) Presentation on **The WarmLine Family Resource Center**

The WarmLine was unable to attend our RAC meeting this date due to a family emergency.

10) Regional Advisory Committee Members (RAC)

- a. Opportunity for each RAC member to introduce themselves. Consider the questions: What unique skills or experiences do you bring to the RAC? How would you like to be involved in the RAC and Regional Office activities? How can the RAC and Regional Office staff best support you and your efforts in your county?

RAC members introduced themselves, provided information on why they wanted to be a RAC member.

11) Proposed Agenda items for next meeting, Elaine Linn (FA)

- UCD MIND 22q Clinic Presentation
- Independent Living Centers
- Foundation for Independent Living Centers, CFLIC (Christina Mills
- Orientation for RAC members

12) Next regular RAC meeting is December 6, 2016, 11 a.m. – 1:30 p.m.

13) Adjournment – Elaine Linn (FA)

1:23 p.m.







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2033 Howe Avenue, Suite 160, Sacramento, CA 95825
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Regional Advisory Committee (RAC) 2017 Schedule (Tentative)




FEBRUARY		
RAC Meeting		Tuesday, February 21, 11am-1pm
APRIL		
RAC Meeting		Tuesday, April 18, 11am-1pm
JUNE		
RAC Meeting		Tuesday, June 20, 11am-1pm
AUGUST		
RAC Meeting		Tuesday, August 15, 11am-1pm
OCTOBER		
RAC Meeting		Tuesday, October 17, 11am-1pm
DECEMBER		
RAC Meeting		Tuesday, December 12, 11am-1pm




*Please call office or check www.scdd.ca.gov/sacramento to double check dates, in case of changes.

	<ul style="list-style-type: none"> ➤ Workforce Innovation and Opportunity Act, 2014 ➤ Collaboration of Dept. of Rehabilitation, CA Dept. of Education, Dept. of Developmental Services ➤ http://www.dor.ca.gov/public/WIOA-information.html
	<ul style="list-style-type: none"> ➤ Help job seekers access employment, education, & support services ➤ Presumption of employability ➤ Serve individuals with most significant disabilities ➤ Focus on youth & transition ➤ Detailed requirements for subminimum wage or sheltered workshop placements
<p>Transition Planning</p>	<ul style="list-style-type: none"> ➤ Vocational rehabilitation services include the following for students with disabilities (16 through 21 year-olds): job exploration counseling, work-based learning opportunities, counseling on post-secondary educational opportunities, workplace readiness training, & instruction in self-advocacy

	<ul style="list-style-type: none"> ➤ http://www.cde.ca.gov/sp/se/st/employmentfirstpolicy.asp ➤ http://www.scdd.ca.gov/employment_data_dashboard.htm
	<ul style="list-style-type: none"> ➤ Policy of the state that opportunities for integrated, competitive employment shall be given the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disability ➤ At or above minimum wage ➤ Individuals may choose goals other than integrated competitive employment ➤ Postsecondary education, technical or vocational training, and internship programs may be considered as a means to achieve integrated competitive employment or career advancement
<p>Paid Internship Program</p>	<ul style="list-style-type: none"> ➤ DDS funds Regional Centers to pay up to \$10,400 per year, per person ➤ Available to school districts & adult providers through Regional Centers
<p>Dept. of Labor ruling 2016</p>	<ul style="list-style-type: none"> ➤ Precedent-setting decision that all workers must be paid fair wages

	<ul style="list-style-type: none"> ➤ California Achieving a Better Life Experience Act ➤ CalABLE – CA State Treasurer’s Office ➤ www.treasurer.ca.gov/able ➤ Program to begin in CA in 2017
	<ul style="list-style-type: none"> ➤ Tax-advantaged account that allows savings up to \$14,000 per year and up to \$100,000 total without losing vital public benefits such as Medicaid/Medi-Cal, SSI or SSDI. ➤ Amounts to a work incentive program ➤ Work income can be put into account ➤ Funds must be spent on “Qualified Disability Expenses”

	<ul style="list-style-type: none"> ➤ Department of Developmental Services ➤ http://www.dds.ca.gov/sdp/ ➤ sdp@dds.ca.gov to receive email updates ➤ Contact Regional Center for more information ➤ http://www.scdd.ca.gov/ssdac.htm ➤ Program is awaiting approval from Federal government
	<ul style="list-style-type: none"> ➤ A way for individuals receiving Regional Center services to have more control and responsibility regarding services and supports to achieve goals ➤ Individual Program Plan goals are driven by the Person Centered Planning process and an individual budget
	<ul style="list-style-type: none"> ➤ 2,500 participants statewide for first 3 years, thereafter open to all ➤ Must use vendored FMS (Financial Management Service) ➤ Other service providers do not have to be vendored

<p>Olmstead Decision 1999</p>	<ul style="list-style-type: none"> ➤ Under Americans with Disabilities Act, individuals have right to live in the community rather than confined to institutions ➤ https://www.ada.gov/olmstead/
	<ul style="list-style-type: none"> ➤ Medicaid Home and Community Based Services Waiver Program & Statewide Transition Plan ➤ Dept. of Health Care Services, Dept. of Developmental Services ➤ http://www.dhcs.ca.gov/services/ltc/Pages/HCBSStatewideTransitionPlan.aspx ➤ All services in every state must follow the new rules by March 2019
 	<ul style="list-style-type: none"> ➤ The Federal government helps fund most services Regional Centers provide to individuals with developmental disabilities ➤ HCBS settings are places where they live & spend their days; for example, licensed community care facilities & other residential settings, work activity programs, & day programs ➤ Restricts funding to services in settings that offer the choice of real inclusion in the general community and do not segregate people ➤ Congregate settings or access restrictions must be specified & justified ➤ Opportunities to work in competitive integrated settings ➤ “Outcome oriented” not just focused on settings location or characteristics ➤ Increase options, remove unnecessary barriers and controls to full inclusion similar to those not receiving Medicaid services

The State Council on Developmental Disabilities (SCDD) is established by state and federal law as an independent state agency to ensure that people with developmental disabilities and their families receive the services and supports they need. For more information visit www.scdd.ca.gov

I.P.P. Basics

What You Should Know



The I.P.P. Meeting

Typically, a consumer's Individual Program Plan (I.P.P.) meeting is held annually at the consumer's home, or another mutually agreed upon location, in order to review present levels of performance and to develop new goals in the areas of:

- Living Options
- Health and Medical
- School/Employment/Vocational
- Behavioral Health
- Daily Living Needs
- Social /Recreational
- Financial/Money Management
- Emergency Preparedness
- Futures Planning

Regional centers fund services based upon a consumer's needs and corresponding goals. Therefore, it is essential to give your service coordinator an updated and accurate reflection of the consumer every year.

Remember to talk about:

- Strengths
- Abilities
- Accomplishments
- Future goals
- Areas of concern and areas of need

Regional Centers typically send the consumer the I.P.P. report within 45 days of the meeting. It is very important to take the time to read it carefully, as it is a legal document that will control services and supports for the entire year.

The consumer's I.P.P. needs to include:

- His/her needs, preferences, and choices
- Measurable desired outcomes (goals)
- Plans on how to achieve the desired outcomes
- Authorized services with a contract number

If you do not receive the I.P.P. in the mail, send a written request to your service coordinator.

If you do not agree with something in the I.P.P. report, immediately notify your service coordinator and request the necessary changes **in writing**.

Do not sign the I.P.P. until you agree with the report or note on the I.P.P. that you do not agree with specific sections.

Note that Regional Centers may review consumer eligibility every 3 years.



The I.P.P. Team

- Consumer
- Conservator or guardian
- Parents
- Care provider
- Regional center service coordinator
- Regional center decision-maker
- Anyone else the consumer invites

*Note that adult consumers who are not conserved may decide who participates at the meetings.

Reminders

You may...

- Request an I.P.P. meeting any time you have concerns
- Bring an advocate, attorney, or friend to the I.P.P. meeting
- Tape record the I.P.P. meeting (WIC 4646.6)

You should...

- Maintain a communication log to track important phone calls/messages
- Put all service-related requests in writing
- Keep all documentation in one place

I.P.P. BASICS - WHAT YOU SHOULD KNOW

Services Offered

- Adult day programs
- Behavior intervention services (ABA)
- Crisis intervention services
- Day care (through age 17)
- Durable and nondurable medical equipment
- Independent or supported living services
- Licensed residential services (board and care, group home placements)
- Medical and dental services
- Parenting classes (for consumers who are parents)
- Personal assistance
- Psychological assessments (for adults only)
- Respite care
- Supported employment
- Special education advocacy clinic referrals
- Transportation services

This is a sample list of services and supports.



Safeguards

If you disagree with a regional center decision, you may request:

- **Planning Team/I.P.P. Meeting:** Informal meeting that includes the consumer's service coordinator and a supervisor/decision maker
- **Informal Meeting:** Optional "first-step" meeting through the fair hearing process that includes regional center's fair hearing representative
- **Mediation:** Optional meeting through the fair hearing process and typically considered the "second-step" in the process. This meeting includes the regional center fair hearing representative and an administrative law judge from the Office of Administrative Hearings (OAH) as the mediator

- **Fair Hearing:** Legal proceedings whereby an Administrative Law Judge hears both sides of the case and makes the final decision

* **The informal meeting and mediation are optional. You may request the fair hearing only.**

Valuable Resources

- **Association of Regional Centers Agencies**
www.arcnet.org
- **Department of Developmental Services**
www.dds.ca.gov
- **Disability Rights California**
www.disabilityrightscalifornia.org
- **WarmLine Family Resource Center**
www.warmlinefrc.org
- **Rowell Family Empowerment**
www.empoweryourfamily.org
- **Alta California Regional Center**
www.altaregional.org
- **State Council on Developmental Disabilities**
www.scdd.ca.gov

This form does not replace the IPP

**Alta California Regional Center
IPP Services and Supports**

Date:

Last Name:

First Name:

M.I.

Birthdate

UCI#



☐ I agree with the services written in my IPP and want Alta Regional Center to purchase those services it is responsible for.



☐ I have been told the IPP team will first look at services and supports that are in my community, at work, and/or at home that I may use, when they are carrying out my IPP.



☐ I disagree with a part of my IPP but I want Alta Regional Center to go ahead with all Services and Supports except this:

A new IPP meeting will be held within 15 days
agreed on at today's meetings.



to review any items not

I understand that I don't have to have the second IPP meeting if we work things out before the 15 days are up.



☐ I know that I can ask to change service coordinators at any time.



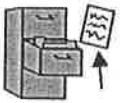
☐ My service coordinator can exchange information with service providers so my IPP can be carried out.



☐ I want my IPP at least once every ☐ 1 year ☐ 2 years ☐ 3 years



☐ I know that I may call a meeting of my IPP team any time by contacting my service coordinator.



☐ I have been told that if I, or someone who represents me, doesn't agree to release information about me when needed to protect my health, safety and welfare, the Director of the Regional Center can release it on my behalf. [W & I Code Section 4514(s)]

Alta Regional Center may contact me by email.
My email address is:

Services and Supports

IPP for:	UCI #	Date:
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Goal:
What will happen:
Who will do it:
When:

Goal:
What will happen:
Who will do it:
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Goal:
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Goal:
What will happen:
Who will do it:
When:

California's Employment First Policy

Signed into law on October 9, 2013 by Governor Edmund G. Brown
The Lanterman Act, Section 4869(a)(1)



"It is the policy of the state that opportunities for integrated, competitive employment shall be given the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disabilities."

What Does This Mean?

It is now the state's highest priority to make integrated competitive employment a real choice for people with developmental disabilities. Integrated competitive employment is a job at a workplace among individuals with and without disabilities. It will be a full or part-time position at or above minimum wage. Self-employment is another option.

Getting Help

Students need to ask the school to prepare them for getting a job in their community making at least minimum wage. Students can ask for integrated work experiences. These goals should be in the student's Individual Education Plan (IEP) or Individualized Transition Plan (ITP). People can ask their regional center service coordinator to put integrated employment supports in the Individual Program Plan (IPP). The service coordinator can assist people to request employment supports from the Department of Rehabilitation. After leaving school, the regional center can purchase services which will help people obtain and maintain integrated competitive employment.

Getting Work

It can be a lot of work to get a job. It is a good idea to find out: What am I good at? What do I like to do? What kind of workplace will I do well in? Higher education and vocational training can be used to prepare for a job you want. Volunteer work or job exploration is a good way to see if you like a particular job. With the right help, you can get a job and get paid well.

MORE INFORMATION on the Employment First Policy can be found on the website of the State Council on Developmental Disabilities at www.scdd.ca.gov/ef. This site also has information on how well California is doing making employment a real option for people with developmental disabilities. In depth information on the affect of employment on public benefits, such as SSI and Medi-Cal, can be found at www.ca.db101.org.

FOR MORE INFORMATION ON YOUR OWN OPTIONS, contact your school, regional center or the Department of Rehabilitation and ask what they can do to support you or your family member to work, earn, and contribute.



"Having this job makes me successful because I have learned a lot of things. This job makes me happy because even though I'm the person that I am, they accept me here for who I am, and they give me support."

~ Seleste
Lawrence Berkeley
National Laboratory



"Being in school will help me get a better job. I like the teachers too. They're very nice. They help me with what I need."

~ Jasmine
East LA College

What the Employment First Policy Means to *Families*

- With the right supports, children with developmental disabilities can get an integrated full or part time job that pays at least minimum wage.
- With proper planning, public benefits such as SSI and Medi-Cal can be protected (see www.ca.db101.org).
- People with all types of disabilities can make money, contribute, be involved citizens, meet people, and make friends through their work.
- Families can talk about work and career around the dinner table, give their children responsibilities at home to develop a work ethic, help their children explore their interests, and encourage schools to prepare students for work or for higher education.

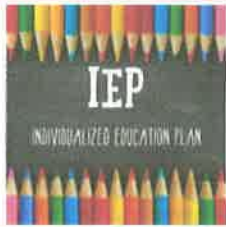
What the Employment First Policy Means to *Regional Centers*

The first option to consider in the IPP is integrated competitive employment. Regional centers must inform people that integrated work at regular pay is a real option and discuss available services and supports to help people become employed. Regional centers and providers have services to support people with developmental disabilities who want to work. To see great examples of people having the supports they need to succeed, go to www.scdd.ca.gov/ef.

What Employment First Policy Means to *Schools*

- Prepare students for transition to work no later than 14-16 years of age.
- The IEP and ITP should include work experiences.
- People with developmental disabilities require an education that prepares them for integrated competitive employment, or prepares them for post-secondary education. There are great examples (see www.scdd.ca.gov/ef) of students with developmental disabilities having work experiences, transitioning to post-secondary education and integrated competitive employment.





I.E.P. BASICS



The I.E.P. Meeting

Your child should have an Individualized Education Plan (I.E.P.) meeting every year in order to review and/or develop the following:

- Present Levels of performance
- Measurable annual goals (SMART Goals)
- Special education services provided
- Related services being provided
- Determination of the Least Restrictive Environment
- Program modifications or accommodations
- Transition goals and services, if the child is 16 years or older



SMART I.E.P. GOALS ARE:

- Specific
- Measurable
- Action-Driven (use action words)
- Realistic and relevant
- Time-limited

Example:

By October 15, 2015, John will add single-digit numbers with 85% accuracy in 8 out of 10 trials using touch math.

Related Services

- Speech and language therapy
- Occupational therapy
- Physical therapy
- Audiological services
- Vision therapy
- Orientation and mobility instruction
- Adapted Physical Education (APE)
- Mental Health services
- Health and nursing services
- Assistive technology
- Transportation
- Social skills training
- Behavior intervention services (ABA)

Least Restrictive Environment

- General Education/Full Inclusion: Child is in a regular education classroom with non-disabled peers 100% of the time
- Mainstreaming: child spends some of the day within regular education setting
- Resource Specialist Program (RSP): child is fully included in most subjects, but is pulled out for extra tutorial assistance
- Special Day Class (SDC): classroom comprised of children with disabilities that need extra curriculum support
- County Program: examples include deaf and hard of hearing and emotionally disturbed classes
- Non-Public School (NPS): school only with children with disabilities
- Home/Hospital: children with medical needs that are unable to participate in classroom setting
- Residential Treatment Facility

I.E.P. BASICS - What You Should Know

Safeguards

- **Compliance Compliant**

You can file against the school district when they have not followed special educational laws or if they have not implemented what is already in your child's I.E.P.

- ◊ Filed with the California Department of Education who will conduct an investigation

- **Due Process**

This is a legal procedure that ensues when there is a disagreement between you and the school district as to what should go in the I.E.P.

- ◊ Often it starts with mediation in an attempt to develop a resolution without having to go to hearing
- ◊ Mediation is optional

Reminders to Parents

- You can request and I.E.P. meeting any time you have concerns
- The school has 30 days to schedule the requested I.E.P.
- Request copies of your child's assessments prior to the I.E.P. meeting
- You can bring an advocate, attorney, or friend to the meeting
- You can tape record your I.E.P. meeting (make sure to give written notice at least 24 hours in advance)
- Do not sign the I.E.P. unless you are completely satisfied

IDEA: Your Rights

Under the Individuals with Disabilities Education Act, your child is entitled to (in part):

- An annual I.E.P.
 - ◊ You can request one anytime
 - ◊ The school has 30 days to schedule the requested meeting (EC 56343.5)
- A Free and Appropriate Public Education (FAPE)
 - ◊ From ages 3 to 21 (sometimes to 22)
 - ◊ Includes related services
- Placement in the Least Restrictive Environment (LRE)



Disability Rights California

Special Education Rights and Responsibilities

To order: (800) 776-5746

www.disabilityrightsca.org

California Department of Education

Composite of Laws

www.cde.ca.gov

CalSTAT

Tools to Develop, Implement, and Score a Behavior Support Plan

To order: <http://www.calstat.org>

Additional Online Resources:

- ♦ www.scdd.ca.gov
- ♦ www.wrightslaw.com
- ♦ www.warmlinefrc.org
- ♦ www.youtube.com

IEP VS. 504



What is an IEP and Who Qualifies?

IDEA (Individuals with Disabilities Education Act) provides federal funds to state and local agencies to guarantee special education and related services to children with disabilities. To be eligible for an **IEP** under this law, your child must meet these criteria:

- Be between the ages of 3 and 21
- Have an identified disability that impedes learning to the point that the child needs specialized

instruction in order to close the gap between the child's own academic achievement and that of his/her age peers. Whether your child has a qualifying disability is determined at an **IEP** meeting, using the results of standardized assessments as well as other informal and formal data collection. It requires unanimous agreement from the members of a multidisciplinary team that includes one or more of the following: special educator, psychologist, parent, related service provider, and general education teacher.

Additional members of the team include other individuals with knowledge or expertise regarding the child, and a representative of the local school agency who is qualified to provide or supervise specially designed instruction for children with disabilities. The team must agree that your child's disability falls under one of the 13 federally mandated categories and that it interferes with the child's education and performance.



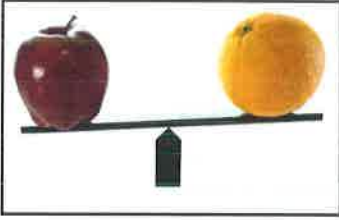
What is a 504 Plan and Who Qualifies?

As part of the Rehabilitation Act of 1973, Congress passed Section 504. This civil rights law protects people with disabilities by eliminating barriers and allowing full participation in areas of life such as education and the workplace. Section 504 is intended to prohibit disability discrimination by recipients of federal financial assistance and by public entities.

A **504 Plan** is for students who have a disability, have a record of a disability, or are treated as having a disability but do not qualify for special education services under **IDEA**.

It is important to realize that eligibility under Section 504 isn't a consolation prize for students who do not qualify for special education services under **IDEA**. Before deciding whether a student is eligible for this type of plan, the child must be assessed and the school team must agree that the child has a substantial and pervasive impairment in order to be eligible under this federal law. The purpose of a **504 Plan** is to level the playing field and allow a child to get the accommodations and modifications needed to access the curriculum at the same level as his/her peers.

How Does an IEP Compare with a 504 Plan?



The contents of an IEP are specified by law. This type of plan must contain:

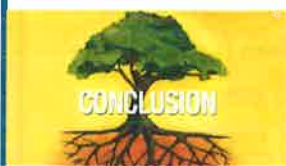
- A statement of the student's present level of performance
- A statement to address how the child's disability affects participation in the general education curriculum
- Measurable annual goals and objectives related to the child's needs resulting from

the child's disability

- A statement of special education-related services, supplementary aids, and other services to be provided
- Descriptions of program modifications and supports for school personnel
- Explanation of the extent, if any, to which the child will not participate with non-disabled children
- Explanation as to how the parents of the child will regularly be informed of the child's progress toward annual goals
- A statement of whether the child will take district or state-wide achievement tests and if those tests will be taken with or without accommodations or modifications
- Explanation of why the child will not participate in such assessments if the **IEP** team makes that decision
- A statement of how the student will be tested if the district or state-wide tests are not used
- Projected date for initiating services and modifications and the frequency, duration, and location of those services and modifications
- The need for an extended school year
- Transition requirements for students aged 14 and older. Unlike the **IEP** for special education, there are no legal requirements for what should be included in the **504 Plan**. Providing a free appropriate public education (FAPE) under Section 504 often means identifying reasonable accommodations to help the student succeed in the classroom.

A 504 accommodation plan usually addresses the following:

- Nature of the disability and major life activity it limits
- Basis for determining the disability
- Educational impact of the disability
- Necessary accommodations
- Placement in the least restrictive environment (LRE).



In summary, both documents (an **IEP** and a **504 Plan**) are federally mandated and require the school system to implement them and adhere to their provisions.

However, the federal guidelines are oftentimes vague at best. To complicate matters even more, each state and local school agency has its own interpretations regarding the implementation of these federal laws. The decision as to which, if either, of the documents discussed here would best fit with the needs of your child is one that requires research. Take the time to learn about your parental rights and to fully understand the process of qualifying for either an **IEP** or a **504 Plan**. If you are still unsure whether an **IEP** or **504** best meets the needs of your child, seek the services of a professional skilled in this area.

TRANSITION BASICS



What is Transition?

34 CFR 300.43 (a) Transition services means a coordinated set of activities for a child with a disability that—

(1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes

- (i) Instruction;
- (ii) Related services;
- (iii) Community experiences;
- (iv) The development of employment and other post-school adult living objectives; and
- (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.



Individual Transition Plan

When a student is approximately 16 years old, his/her IEP should also include an Individual Transition Plan (ITP). The plan should contain the following:

- Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills, and
- The transition services (including course of study) needed to assist the child in reaching his/her educational goals

ITP Participants



The most important participant is the **student!**

Other participants may include the following:

- Transition Specialist
- Case Manager/Program Specialist
- Psychologist
- Service Coordinator if Regional Center client
- Parents
- Teacher
- Related services providers
- Department of Rehabilitation
- Anyone else that the student would like to invite

REMEMBER: The Transition Plan is part of the IEP and it will be discussed at that meeting.

TRANSITION BASICS

Certificate vs. Diploma

Certificate of Completion:

Some students that have an IEP will graduate with a Certificate of Completion. The local educational agency may award an individual with exceptional needs a certificate or document of educational achievement or completion if the requirements of subdivision (a), (b), or (c) are met.

(a) The individual has satisfactorily completed a prescribed alternative course of study approved by the governing board of the school district in which the individual attended school or the school district with jurisdiction over the individual and identified in his or her individualized education program.

(b) The individual has satisfactorily met his or her individualized education program goals and objectives during high school as determined by the individualized education program team.

(c) The individual has satisfactorily attended high school, participated in the instruction as prescribed in his or her individualized education program, and has met the objectives of the statement of transition services.

California Education Code 56390-56392

High School Diploma

California Education Code Section 56026.1 (b) For purposes of this section and Section 56026, a "regular high school diploma" means a diploma conferred on a pupil who has met all local and state high school graduation requirements.

Note: *Special Education services will terminate if the student graduates with a high school diploma. Graduation with a certificate provides your child with special education services until the academic year in which he/she reaches the age of 22.*



Age of Majority

Is the legal age established under state law at which an individual is no longer a minor and, as a young adult, has the right and responsibility to make certain legal choices that adults make.

At the age of majority all of the educational rights provided to the parents transfer to the student when he or she reaches the age of majority.



State Council on Developmental Disabilities
Sacramento office
2033 Howe Ave. Ste. 160
Sacramento, CA 95825
Phone: 916-263-3085
E-Mail: sacramento@scdd.ca.gov
www.scdd.ca.gov

Disability Rights California

www.disabilityrightsca.org; 800-776-5746

Warmline Family Resource Center

www.WarmlineFRC.org
916-455-9500; Spanish 916-922-1490

FamilySoup

www.familysoup.org; 530-751-1925

National Center of Secondary Education

<http://www.nsttac.org/transition-map/california>

The National Center on Secondary Education and Transition (NCSET)

<http://www.ncset.org/about/default.html>

**FOLSOM-CORDOVA SELPA
INDIVIDUAL TRANSITION PLAN (ITP)**Student Name AAANOTREAL, ADAMDate of Birth 3/26/2011IEP Date: 8/10/2016Student Invited: ☐ Yes ☐ No

If Appropriate, and agreed upon, agencies invited:

☐ Yes ☐ No ☐ N/A

Describe how the student participated in the process:

☐ Present At Meeting☐ Interview Prior☐ Interest Inventories☐ QuestionnaireAge-appropriate transition assessments/instruments were used: ☐ Yes ☐ No

Describe the results of the assessments:

Student's Post Secondary Goal Training or Education (Required):

Upon completion of school I will

Transition Service Code as Appropriate:

Activities to Support Post Secondary Goal:

Community Experiences as Appropriate:

Related Services as Appropriate:

Linked to Annual Goal # _____

Person/Agency Responsible: _____

Student's Post Secondary Goal Employment (Required):

Upon completion of school I will

Transition Service Code as Appropriate:

Activities to Support Post Secondary Goal:

Community Experiences as Appropriate:

Related Services as Appropriate:

Linked to Annual Goal # _____

Person/Agency Responsible: _____

Student's Post Secondary Goal Independent Living (As appropriate):

Upon completion of school I will

Transition Service Code as Appropriate:

Activities to Support Post Secondary Goal:

Community Experiences as Appropriate:

Related Services as Appropriate:

Linked to Annual Goal # _____

Person/Agency Responsible: _____

**FOLSOM-CORDOVA SELPA
INDIVIDUAL TRANSITION PLAN (ITP)**Name AAANOTREAL, ADAMDate of Birth 3/26/2011IEP Date: 8/10/2016**District Graduation Requirements:****Course of Study**

A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their post secondary goal. ☐ Yes ☐ No

Units/Credits Completed: _____

Units/Credits Pending: _____

Student's course of study leads to:

(Select one option below) ☐ Certificate of Completion ☐ Diploma

Anticipated Completion Date: _____

Age of Majority:☐ On or before the student's 17th birthday, he/she has been advised of rights at age of majority (age 18)

By whom: _____

Date: _____

When you reach the age of 18, the age of majority, you have the right to receive all information about your educational program and make all decisions related to your education. This includes the right to represent yourself at an IEP meeting and sign the IEP in place of your parent or guardian.

Is there an appropriate measurable post secondary goal(s) that covers education or training, employment and, as needed, independent living?

☐ Yes ☐ No

Is the Post secondary goal(s) addressed/updated in conjunction with the development of the Annual IEP?

☐ Yes ☐ No

Are there transition services included in the IEP that will reasonably enable the student to meet his or her post secondary goals?

☐ Yes ☐ No

Are there annual goal(s) included in the IEP that are related to the student's transition services needs?

☐ Yes ☐ No



WorkAbility I *FAST FACTS*

2015-16 Statistics at a Glance:

Funding: \$39,525,000

Grantees: 250+ districts and schools statewide

Students served: 107,524 students with a wide range of disabilities were instructed in the knowledge and skills required for the 21st Century workforce

Students placed: 24,027 students with disabilities were given work based learning experiences, an evidence-based predictor of postsecondary success* and a core component of the Linked Learning approach
According to the National Technical Assistance Center on Transition

www.transitionta.org

The WorkAbility I (WAI) grant programs provide comprehensive training in work, employment placement and follow-up for middle and high school students in special education who are making the transition from school to work, independent living and post-secondary education or training. The WAI program is funded and administered by the California Department of Education and offers special education students the opportunity to complete their secondary education while also obtaining marketable job skills for success in the modern labor market.

Services provided by WAI include:

- **Assessments** (career, learning style, soft skills, etc.)
- **Exposure to postsecondary education opportunities**
- **Career education** (options that lead to a living wage)
- **Job Seeking Skills**
- **On-the-job coaching**
- **Practice in self-advocacy skills** (communicating their disability-related work support and accommodation needs)
- **Independent living skills**

WorkAbility I works in partnership with:

Students participating in paid work experience are more likely to be engaged in post-school employment and more likely to live independently (Benz et al., 1997; Benz et al., 2000; Bullis et al., 1995; Cater et al., 2011; Doren & Benz, 1998; McDonnal, 2010; Rabren et al., 2002, from National Technical Assistance Center on Transition website www.transitionta.org)



America's **JobCenter**
of California®



The CA Regional Centers

WorkAbility I pays students competitive wages in line with California's commitment to Competitive Integrated Employment (CIE). No WorkAbility I Program pays a subminimum wage.

The National Technical Assistance Center on Transition has identified the following aspects of WorkAbility I as evidence-based predictors of post-secondary success in the following areas:

Predictors	Education	Employment	Independent Living
Career Awareness	X	X	
Independent Living Training	X	X	X
Interagency Collaboration	X	X	
Paid Employment	X	X	X
Self-Advocacy	X	X	
Transition Program	X	X	

http://transitionta.org/sites/default/files/EPP_Matrix_Print.2016.pdf

-Research conducted by Harvard University, the Carnegie Foundation and Stanford Research Center has all concluded that 85% of job success comes from having well-developed soft and people skills, and only 15% of job success comes from technical skills and knowledge (hard skills). <http://www.nationalsoftskills.org/the-soft-skills-disconnect/>

CVS/pharmacy

WorkAbility I works with a wide range of community partners and is proud to partner with CVS Pharmacy in giving students on-the-job training:

"Through the WorkAbility program, students learn the importance of being to work on time and working as a team to build skills. Our Store Managers and District Managers see WorkAbility students building soft skills such as teamwork, sharing of ideas, curiosity and perseverance. I believe the program builds lifelong skills for the students."

-Kathleen Burris, CVS Health Workforce Manager



For more information, visit www.workabilitycentral.com